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## AND

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#### Days in My School.

NO. II.

Ere I had time to enforce order among the advancing avalanches of children, my Director appeared, and with him several members of the school board, who I concluded had come with the full intention of reviewing me at once. Making many salaams with most respectful obedience, they proceeded to inform me in regard to my future work. The Director's principal point seemed to be "Grades," and upon this he expended his whole strength. I doubted not but this was his hobby, and henceforth I should be harassed with grades and grade work, until I should know nothing else. But I was scarcely able to attend to my company, so great was the confusion in my room. I had given them little heed, think that of course my predecessor had drilled them into perfect habits of entering and leaving the school-room. But hardly. The noise was dire. My head whirled. Ringing sounds were in my ears. Some boys seemed to be standing on their heads, some on their heels, but I doubt if one stood flat down on the soles of his feet and walked erect. Some were racing after the corners of their neighbor's coat tails, while sundry others were engaged in making a target of the director's nose, with certain clouds of beans that seemed to be filling the air with an indescribable denseness. Fearing that that prominent member might be endangered thereby, I set to work to quell the deafening disturbance, little regardless of grades or of school boards in general. But could I accomplish the feat? As well might I have gone amongst wandering Bodoobias, striving to control their hordes, as to still their contending legions. Their only thought was, not mischief, but what, applying a more scientific term, one would call incomparable ugliness. In vain I rang my bell. Its tones were lost amidst the clamor, and they paid no more heed to my voice than as if I had raised it against a whirlwind. Each one had some favorite nook, which they wished to obtain as a seat, and this having been at last gained, books and slates were tumbled in in thundering volleys.

But my Director was intent upon his grade work, and called my attention to the catalogue of *White Lake Graded Schools*, which he had brought over for my especial benefit. "First Grade, Second Grade," and he ran his eye down the page until he reached Seventh and Eighth Grades, which seemed to be the private property of my special room, (which, I mentally ejaculated, I hope I shall never see again.) "Be sure that your pupils learn to count to a hundred, madam," he said, "the first year. This is the proper grade work. Let them read in Munroe's First Reader, as far as page 100, during the first six months, and be sure to stop in the middle of the page, verse 90, at the close of the last day of the first six months. Let them finish that page the remaining part of the year. This is the proper grade work as laid down in the *Koron* and you must not depart from it!" ("We are all good muselmans and Mohamet is his prophet.") "But suppose the pupils should tire of one book, and their advancement should be more rapid than you anticipate," I ventured to suggest amidst this discharge of rules and graces. "It is no matter. They cannot go farther. It is so laid down in the catalogue," he replied. "How long have they used Monroe's Reader in this vicinity," I again timidly inquired. My knees shook at every question, for I feared the wrath of many vials might be poured out, and besides this, the din at my back increased, for as yet I had been unable to quell the storm. But the school board seemed entirely oblivious of all interruptions, (probably they were accustomed to the scene). "The last fifteen years, madam, and we shall not change for the next twenty-seven. It is the best work extant." "But do not the children become wearied of one book, used such a length of time?" "We do not send our children to school to

amuse them," was the reply, with an elevation of the eyebrows, implying that I was getting beyond my years, and perhaps a little fast.

Still, I was determined, and hazarded another suggestion. "Suppose one pupil should advance more rapidly than another, as is often the case. Do you put them forward accordingly?" "Oh, no, that would spoil the grade work," and I mentally wished that grades, directors and school-boards, had been buried under the island of Atlantis, or that their bones lay bleaching upon the white sand of Africa's dreiful coast.

I could see clearly, that trouble would come in the future, for my ideas of grade work hardly harmonized with his, and his manner was so perfectly barbaric that I knew he would never suffer the least departure from his grades, which certainly had amused me in the extreme. If John was in advance of his class, it was no matter. He could not be promoted to a higher grade, as that would interfere with his notion of a perfectly classified school, little thinking that that would tend to a proper closeness, much more than his ignorant conception of a model school.

This is a true picture, and one which we have experienced more than once in these western towns. Only a year since, we taught a school where a class was kept back full two years by the caprices of a Director, in work which might have been done in six months. John could not pass to another class, because he belonged to the seventh grade, and there he must remain the full time, at the expense of education, mind and ambition which cannot help being perfectly crushed by such a course. This class was also kept by the Director in one Reader, until they could repeat the whole book from memory, backwards and forwards, up and down, and not a single new idea seemed to take possession of their brains for the whole year, and yet, put them in another book, of the same grade, and no harder, and they could scarcely tell a word at sight. They could not read a line, but put them into their old book, and the sentences would roll out with astonishing glibness.

The ignorance of school boards and directors in regard to the methods and work of schools in our land is astonishing, and schools and teachers suffer from this ignorance. We have vowed many times never again to enter a school-room so thoroughly harassed, and annoyed have we been by their opinion upon the part of the public which we are obliged to combat, and to which per force, every teacher must submit.

SARAH STERLING.

#### School Government.

A division of the German army was under review some time ago, and the General after many movements, rode to one of the privates and asked him for a needle and thread. Plutarch says that the actions of a great man—his character and talent may best be learned from small things, such as ordinary people would not notice at all. See the value these men set on detail. The General knew a good soldier should not forget his needle and thread, and the great biographer knew that the character of a man can be learned when he, like a musical instrument is unstrung. School government is a crude subject except to a novice or an alderman who knows nothing about it. It does not require the science of the most eminent in other professions to keep a common school, but to govern—to do the best possible thing that can be done, requires no ordinary talent. It requires peculiar training—a peculiar mastery of self. A man should be ashamed of himself to be, or be seen angry in a school room. A love for children, a knowledge of their wants, capacity, restlessness, love of play, love of fun, love of romping, all of which good boys practice. School government takes in all this and a thousand times as much, each of which taken simply merits an article of itself. All depends on

#### ORGANIZATION, GOVERNMENT AND TEACHING.

A teacher may have two of these qualities, but without the three he will never be successful. Organization is something of which we hear very little. When there is organization the arrangement of classes is only play; the school is always in order, all the pupils are studying at the same time; there is no wish to deceive the teacher; in fact, such a school is like nothing but itself. I select one of the many headings in the mode of organizing, and to some it may be instructive. It is not new by any means. H. H. carried it out practically and successfully many years ago when he used to comment playfully to his pupils on vulgar fractions, and tell them that he would not teach them anything vulgar, as he had some knowledge of good breeding, saying to one little fellow, "why, if you called pussy vulgar, she would not purr or sing for you." He got out of the difficulty very easily, if there existed any, by calling them PRIMARY, and his pupils call them so to-day. What a title for a division of arithmetic; why any cobbler would get as good a name for them! This is introduced to show the fertility of a good teacher's mind, his forcing power, his tact to win the respect of his pupils.

Every successful teacher ought to be eloquent; he should be able to address his pupils often, but we are here considering the first day—the organization of his school and the arrangement of his classes. Henry Hudson always told them in suitable and commanding language that he was employed to teach them; that he had the education and capacity; that they owed him obedience; that he would suspend any disobedient boy; that he would be delighted with decent play during recess; that he would tolerate no chewing, no obscene language, no swearing, no drinking except at recess, no silly talking during school hours, no draughting of the obscene. For their interest there should be government—explaining in what this consists, that he would give them a part of the government, and to excite their pride he told them that theirs should be the best school in the State, and if not it would be their fault. After a few such addresses his work was half done. Here is his mode of organizing preparatory to his examination for the arrangement of the classes:

Standing at his desk he took the right and called it Washington's side; the left, and called it Lafayette's; then appointed one head or chief; call him chief monitor, or what you will; then the pupils all elect one chief for Washington's side, and one for Lafayette's, and these two call alternately all the pupils in "spelling-school" style, appointing every tenth pupil a reporting monitor for each side, which report was given to the head of the side, then to the chief, then if he could not settle the difficulty, he told H. H. It required David to use the sword of Goliath, and this, though the production and practical successful application of many years' thought, may not suit every hand—may not suit every mind. H. H. taught where his boys brought their sleds in the winter and piled them in the school-room after the first bell. They brought their bats and ball, had their own rules, their own watch for the bells in the summer, or fine season; at bell-time they left their ball on his desk, left their clubs in a proper place, and were in time for their classes. One of the Mrs. Goodbody's interfered once and, although treated with great courtesy, she never interfered again. Mr. Bigbody told that H. H. was not fit to teach his daughter English grammar; he learned before he stopped talking that he was ignorant. After three months there was no voice dare meddle, and he and his pupils mutually beloved, worked hand in hand for one—only one—goal. Many of them are now married men and women with families. H. H. told them they would remember him with gratitude, and so they do.

This is school government. The mother breaks the child of its stubborn will; this is government in one department, in family. I present a picture of government in one department of school government such as I have seen work successfully for years. As in a great commercial house there are many departments outside and many inside each having a head, so



there are many divisions of government in a school; and as in a merchants house you have men of mark so in a school where you find a man of mark you find school government.

L. M.

### What are the Common Schools of the State of New York at the Present Time?

Another commissioner writes, "that parents find their children receive a fair business education at much less expense, and at home; and the doors are open alike to rich and poor."

Again, one writes that "the tendency has been and is to increase the number, size and importance of both union and graded schools. Reasons are a demand for greater thoroughness in the studies pursued, which can better be accomplished by the consolidation of districts, the supervision of an intelligent board of education, and the consequent employment of a thoroughly efficient corps of teachers. This results as a natural consequence, as the best talent tends towards those schools which offer the largest wages, even at reduced terms, where the occupant of a position from principal to subordinate is not subject to the caprice of a single trustee. Secondly, instead of entertaining the mischievous idea that the children must be sent away from home at a tender age to secure advantages superior to those offered by the average common school, parents have conceived the more sensible plan of bringing these advantages to their children. This they have been able to do by availing themselves of the talent as sent out by the various normal schools throughout the State, for almost invariably you will find either graduates or undergraduates in these schools. This man says, "I attribute the establishment of the large union school to my being able to convince the people there that they could not have a good school without it."

Another writes that in a village school in 1860, one-fourth of the children of the district attended school; in 1877 nearly one half between the ages of five and twenty one attended, making an increase of 100 per cent, and more than that if we take into consideration the length of time taught.

In another village school in 1857 the district reported ninety-eight children, kept a school for thirty weeks, at a cost of about \$200, and had an attendance of thirty nine. In 1877 it reported 116 pupils, kept a school forty three weeks and had an average attendance of fifty-two.

This commissioner, in speaking of one of the best schools in his charge, states that in 1854 it was taught in a little room by a young man for \$12 per month, and he boarded around. The number of children he was unable to give, as the records were destroyed by fire, but the teacher says he taught five months and thought the school averaged about thirty. The population was at that time about one half of the present number. In 1877 it reported an attendance of seventy three, and a school was taught forty one weeks by two teachers. In these cases the population is largely composed of foreigners. In some families are grown persons of thirty five years who can barely write their names, while their brothers and sisters of from fourteen to eighteen years are well grounded in the common English branches. The cause for this improvement seems to be that "the parties that vote and lay the taxes and appropriate the money are not the ones who pay. When every person paid for the education of his own children, the attendance was small, the teachers were those who could work cheap, and the schools were only taught long enough to draw the public money. Especially was this the case where many of the patrons were foreigners, unable to read or write perhaps, and needing every cent for more substantial purposes."

Another attributes the increase to "the customs, habits, wealth, living, prodigality, etc., of the people, together with a desire to be in places which are centres, which have had much to do with it; and the district which had in it a small village or hamlet has had its territory enlarged by additions thereto from adjoining districts. It has become very fashionable to go away to school, even if the one at home be better; and many within six or eight miles of a thriving town or city go there, if they can not induce their parents to send them to a second rate boarding school. Two towns which employed but three teachers now employ twenty and ix, and with these two exceptions there were no districts that employed more than one teacher; now there are four besides the two above mentioned in this commissioner district that employ from two to four each."

Again, one commissioner says that "by comparing the school statistics on file in his office, I find that five additional departments have been formed during the last five years. The number of graduates of normal schools teaching here has increased by nine, and this while the population has remained the same. The causes which have contributed most to the improvement of our schools, in my judgment, are the abolition of the rate bill, and the inauguration of teachers' institutes, normal schools and (notwithstanding

the hue and cry against it) the present system of school supervision."

Another says, "In my district, in five or six years, just about seven schools have changed from common district to union or graded schools, of two or more departments. These changes have been made to meet the growing demand for something better than the common district school of the present time."

"There has been one union school organized in this commissioner district in the past four years," says another commissioner. He gives as this reason that it affords a more suitable opportunity for teachers to better or more thoroughly prepare themselves for teaching.

Another gives an increase of graded schools and a decrease of academies; "because it is believed that graded schools can do more effective work, owing to their organization. Tuition is free to those living in the district. Free tuition and books draw away many to normal schools."

By a happy chance I recently had an opportunity to consult a book of minutes kept by the clerk of a school district, which contains occasional statistics from the year 1834 downwards to the present time. Selecting somewhat at random, the following are noted:

In 1837 there were in the district 53 children between the ages five and sixteen years; 50 of these were taught in school some portion of the year. In 1840 the whole number of children between five and sixteen was forty-nine, and the number taught was six. In 1841 the number of children was forty-five; the number taught was sixty four. In 1842 the numbers were respectively forty-two and sixty one; in 1844, thirty-eight and twenty-nine. This school numbers only about ten pupils at the present time.

These statistics show that those over sixteen years of age attended school in pronounced numbers during those years. This district was only a sample of the rural school at one time in its history.

Consulting reports, there appear the following facts concerning the number of school districts in the State:

In 1851 there were.....11,470

In 1867 there were.....11,723

In 16 years there was a gain of.....243

In 1877 there were.....11,967

This shows a decrease since 1867, or within 10 years, of 445 districts; and a total decrease since 1851, or during the last 26 years, of 193 school districts.

How do the studies found in our rural schools, at the present time, compare in number and in kind with those of former years named above? Please give lists.

In your opinion, how do the thoroughness, efficiency, and general value of the schools compare favorably.

Another commissioner thinks they pursue nearly the same branches of study now as twenty-five years ago; viz.:

**Former List.**—Reading, writing, spelling, grammar, geography, arithmetic, algebra.

**Present List.**—Reading, writing, spelling, grammar, geography arithmetic, algebra, history, rhetoric, philosophy, astronomy, physiology, drawing, mt. arithmetic, civil government, natural philosophy, book-keeping, geometry.

One commissioner sends the list of studies actually pursued twenty-five years ago as being arithmetic, grammar, reading, spelling. Now the studies of all the schools of the 121 districts under his jurisdiction are reading, spelling, geography, U. S. history, arithmetic, grammar, civil government, science of penmanship, and in many schools algebra and geometry.

He also says that in his opinion the schools have greatly advanced in thoroughness, efficiency, and general value. "I have learned from a reliable source that twenty-five years ago the most advanced pupils in Arithmetic were floundering along in fractions; now the highest principles of Arithmetic are taught in all the schools. Then Geography was a study of memory only; now it is a study of memory, science, and skill. Then only one or two pupils of a school studied grammar; now all who are not sufficiently advanced to pursue the study of Grammar are receiving oral instruction in language. Then, until pupils had completed their second or third year of school, they were confined to reading and spelling, commencing with letters; now they commence with words, and at the same stage are instructed in number, place, and language."

Also the same as regards efficiency—that is, it compares favorably.

Another commissioner thinks the former list is augmented at present by many so-called higher branches. As to thoroughness, efficiency, and general value, the comparison is favorable.

Another commissioner thinks that the present list of studies is greater than formerly, and consider our present schools much more efficient and valuable than formerly.

Another commissioner considers the present curriculum of studies somewhat enlarged. In thoroughness, efficiency, and general value the schools are decidedly in advance.

Another commissioner consider the change of studies to

be alight, but in method and efficiency for the better.

Again, one says the number of studies is greater at present, but the work done is more thorough and efficient.

Again, a commissioner considers the number about the same, and "believes the rural schools of to-day compare very favorably with those of twenty-five years ago."

Another commissioner considers the present list of studies increased, and that in efficiency the comparison is favorable to the schools, are more thorough, efficient, and practical.

Still another finds but few changes in the studies pursued. He thinks "the schools of to-day do not compare favorably with those of twenty-five years ago. The first cause is that the teachers are not of the same standard they were at that time. Second, on account of the ages of the scholars being less, caused, perhaps, by attending higher schools as soon as they get a little advanced. Cheap teachers, poor teachers, and the loss of all interest in the cause of education by the patrons of the schools, are some of the causes of their inefficiency and want of thoroughness."

Another commissioner considers the range of studies wider now than formerly.

He also thinks the "branches are better taught, but owing to the younger state of the pupils they may not be more thoroughly understood. Another drawback to their present efficiency is the power the childless tax-payer is able to exert at school meetings."

Another commissioner says the studies pursued now are considerably different. Twenty-five years ago, spelling, reading, writing, geography, and occasionally grammar were pursued. Now all the above studies are pursued together with history, science of government, drawing and the cream or staple of common sense of geology, astronomy, physiology and the moral obligations of pupils to parents and their country, and their reciprocal relations to each other and society."

Another Commissioner writes that the studies are about the same, excluding the "ologies, oosophies and ornaments," and decides that their thoroughness and efficiency are "vastly improved."

Again, a commissioner writes, that grammar is more poorly taught in many more of the schools than it was twenty-five years ago. The range of studies is somewhat enlarged. Yet the rural schools are at present more efficient and of greater value.

Another considers the list of studies increased by one or more. Thinks the schools are more thoroughly taught and better governed than in former days; that methods of teaching have been improved much.

Another thinks the union and graded school tends to diminish the efficiency of the common school.

Another says he thinks the union and graded schools are better, and this fact has tended to diminish the interest and efficiency of the average district school.

Another says, "the studies are much the same, only that at a former period elementary philosophy, physiology and chemistry were taught, while at the present they are not found in the schools. We have now reading, writing, geography, grammar, arithmetic, algebra and history." This question the writer considers "the most difficult to answer because there has been such a complete revolution in the conception of to-day (as compared with twenty years ago) as to what is, and what is not within the province of a teacher, while the characteristics composing the schools are so entirely different that a comparison of the schools of the two periods in question must of necessity result both favorably and unfavorably for each." He says: "Again, I must repeat that the most favorable results are observable in those schools under the supervision of teachers with normal training, and I am satisfied that each year's experience will but the more certainly establish the fact that the normal schools of the State are not only a national but a world-wide blessing."

"The studies now pursued are much more varied and advanced than formerly," says another Commissioner. "In thoroughness, efficiency, and general value, the schools, intellectually, have advanced as much as they have materially, or outwardly. Morally, they have not shown as desirable a progress."

Another says, "the list of studies is greater. As to efficiency, etc., they are better. Were it not for the demand for cheap teachers (which is both injurious and disgraceful) our schools would be much better than they now are. The people want the public money to pay the entire expense. Again, children finish their education and have a more general knowledge at an earlier age than they did twenty or twenty-five years ago. After they commence school, more attend regularly and continue in school until they finish, which accounts for the above results."

Another thinks studies are more advanced, owing to better informed and more efficient teachers and better ways of presenting subjects in text-books; better teachers, because of better facilities for preparing teachers, in Normal Schools particularly. They are more efficient, for reasons given above.



Another writes that "studies are about the same in the majority of schools. The thoroughness, efficiency, and value of the rural schools are not as great as they ought to be." He thinks there should be "a uniform standard of qualifications of teachers in the different grades. Some Commissioners try to elevate the standard of qualifications, while others lower it."

Another thinks more studies are pursued now than twenty or thirty years ago. He also believes "the schools to be better now than in 1853; the instruction has greater scope; presumes the pupils of '53 understood arithmetic as well. It would hardly do for me to consider the schools of this county less efficient than in '53, especially as I have had so much to do with them for six years past. I am satisfied, however, that our schools ought to do better work than they now do. When we consider that the school tax is larger than all others combined, it is not at all strange that some who have no children complain. One great drawback to our schools is the frequent change of teachers, most of them changing every term—too much patch-work about it. I have been urging our district to change their custom in this respect, and also in regard to school terms. As it is now, the district schools are in session during July and August, the worst time in the year for study, and a time when children are most needed at home in the rural districts. Now there is usually a vacation during September and October. Several districts have already changed—having three terms instead of two. The average attendance is better after such a change."

Amidst all these opinions, however various in the minute statements, there appear clearly the following facts:

1. That the common or rural schools are diminishing in number.
2. That the number of pupils that attend these schools is decreasing.
3. That the average ages of these pupils is materially lessening.
4. That these changes, while steadily going forward, are not uniformly perceptible in all the counties.
5. That the union graded schools are increasing in number and in importance—and that they are considered as bringing the high school advantages nearer home.
6. That the rural school population is gradually diminishing in number.
7. That the population of the State is more or less rapidly gravitating towards centres.

These things being true, it is unmistakably evident that the common school of to-day is quite a different element in our State policy from what it was years ago when it was before our State for legislation. The rural school was then the powerful school, filled with young men and women, who were the mass as well as the strength of the youth of the entire State. To-day the rural school is the very elementary school, with its little children, scarcely a young man or a young woman being found therein. The loci of the strength of the common schools have moved into centres, following the population—the backwoods themselves even have fled, and with them the large rural school with its pack of big boys and girls. Herein then consists the law of the rural district school: That it inevitably gravitates toward the village—this school is apparently not permanent to the rural country.

### Influence of Drawing on the Ordinary Work of the School-Room.

Let us consider the influence of drawing upon our ordinary school work. We believe that teachers themselves, from the fact, no doubt, that their attention has not been called to it, are not fully impressed with the value of drawing in an elementary educational course. They do not seem to understand that it is intimately connected with all other studies, and instead of robbing them of precious time, it is sharpening and toning up the faculties for the more ready acquirement of other knowledge.

Reading is the key to the storehouse of knowledge in these days of libraries, and must be first taught in our schools. Since all who would enter the temple of learning must possess this key, anything that will hasten the process of teaching reading should be respectfully considered. Drawing does assist in this process. How? In reading we are obliged to name words, which are definite forms, at sight. We recognize words by their general forms, or shapes and not by remembering that each one is composed of certain letters. Drawing trains the eye to distinguish forms quickly. Therefore it has a direct influence in teaching children to read.

We must teach spelling as well as reading so long, at least, as the present orthography remains in use. Good spelling depends on a good memory of forms. "All printers spell, read proof, correct typographical errors, etc., not by language, or by remembering" by the ear "whether a word ends in *tion* or *sion*, or is spelled with *z*, *s*, or *c*, etc., but by the appearances of words—by the EYE instead of by rote—by FORM, not lan-

guage." "It strikes his eye as correct or incorrect, not his ear." Memory drawing educates, and strengthens the power to recall forms and thus bears directly upon the teaching of spelling.

Writing is one of the most difficult of elementary subjects to teach. It is one that is dreaded by many teachers. Drawing is the elder sister of writing, and they mutually aid each other. The same quick eye and the same skilful hand are necessary in both.

Geography is not only a useful study but a refining one also. Not many of us can travel over the face of the fair earth, to observe for ourselves the shapes of continents, islands, seas and gulfs. We must study maps. But experience teaches that gazing at maps only is not the quickest method of fixing the forms of countries in the memory. Neither is it best to commit to memory long and tedious word descriptions, though never so accurate, of capes, mountains, and courses of rivers. Next to travelling from place to place and observing the situation of the cities, islands, lakes, and the courses of rivers, the best thing is to draw maps and locate these places on them. The child that can sketch the course of a river or coast line, does not need to load down its memory with a dry description to be forgotten when it leaves school. For these reasons, the best teachers teach geography by means of drawing.

Drawing assists in the study of arithmetic. In the elementary stages of drawing many exercises are given in the division of lines and surfaces into a certain number of parts. Such drawing lessons make excellent object lessons in numbers. It is not only useful as a means of illustration to the eye, but it cultivates the power of attention or concentration which is indispensable in the study of arithmetic. The power of concentration implies that of abstraction. The person who can abstract his mind from surrounding objects and concentrate it upon a complex problem and hold it there until all the different steps are reasoned out, succeeds in solving such problem. The person who can only hold his attention while considering half the steps, fails to solve such problem. The power of abstraction is the chief mathematical faculty, and probably no school exercise has ever been invented, better calculated to lead the mind away from the concrete to the abstract, than that of inventive drawing, dictation drawing and designing.

Geometry is the science of form. The first step in learning geometry is to notice the form of things about us. Drawing forces us to study form and renders the eye quick to notice differences of form. "The second step in learning geometry is to become able to imagine perfect forms, without seeing them drawn." Beginners in this study, without a training in drawing, generally find difficulty in realizing that the lines they see on a flat surface represent anything but lines. They fail frequently to see that a form or volume is represented. Dictation drawing directly cultivates this power of "seeing in space," so necessary to the young geometrician.

The Latin, the Greek, and other languages in which the meaning and relation of words often depend on minute differences in termination or inflection, are much more readily learned by those who have had the eye and attention cultivated by a systematic course in drawing.

Drawing is the handmaid to all the natural sciences. Botany, physiology, geology, natural history, etc., cannot be pursued in the best way without drawing. The drawing of the leaves, stems, fruits, and flowers of plants, the different parts of animals and the human body, serve to fix their forms in the mind better than it is possible to do it in any other way. The observation necessary to draw a form serves to impress that form on the mind and imagination, while the attempt to represent it by lines and shadows, corrects errors of observation. A description of things in words gives the appearance of knowledge. An investigation of the real things yields real knowledge. Drawing forces us to make this investigation. To draw a thing we must know. To know we must examine minutely.

The close connection which we have attempted to show exists between drawing and all school studies, may tempt some to say that any study helps all others. This, to a certain extent, is true. But we believe that no other subject than drawing, except language, is so intimately associated with all legitimate school work. Drawing is a language, a universal language, read and understood by all mankind of whatever nationality or tongue. And because drawing can be used to express our thoughts, it is destined to revolutionize our methods of teaching. Instead of requiring pupils to recite in some particular language we shall more and more demand answers in this general language.—PROF. L. S. THOMPSON, Purdue University.

### Jersey City.

The following questions used at the examination for admission to the High School, Dec., 1877, are given to enable one to form a better idea of the requisites for admission, and of what is attempted to be done in the school after admission.

The examinations are all conducted in writing.

### GEOGRAPHY.

1. Describe the equator, the tropics, and the polar circles.
2. What mountains form the boundary line between China and Hindoostan?
3. On what water may one sail from New York to Philadelphia?
4. Name the three largest rivers in South America.
5. In what zone are the most highly civilized nations?
6. Which is the farther north, Paris or Quebec?
7. What island south of Hindoostan?
8. Which of the United States border on Lake Superior?
9. In what general direction from the United States' coast does the gulf stream flow?
10. What country of Africa borders on the Strait of Gibraltar?

### GRAMMAR.

1. Write sentences in which the relatives who, wh, what, and that, are properly used.
2. What are the principal parts of the following verbs: lie, (to repose) sit, swim, see, and write?
3. What moods cannot be used in interrogative sentences?
4. Give a list of ten words commonly used as propositions.
5. What part or parts of speech do not occur in the following sentence: "Millions of spiritual creatures walk the earth unseen, both when we wake and when we sleep."
6. Give a synopsis of the verb teach in the first person, singular, active voice, indicative mood.
7. When are words said to be derivative, and when compound? Give examples of each.
8. Correct the following: (a). Set down and rest. (b). John ought to have went. (c). Either ability or inclination were wanting. (d). It was me. (e). A nail well drove will support a great weight.
9. Analyze the following: "A wasp met a bee that was just buzzing by, and he said, dear cousin, can you tell me why, you are loved so much better by people than I?"
10. Parse the italicized words in the above sentence.

### ARITHMETIC.

1. What is the difference between 3 3/4 plus 7 5/8, and 4 plus 2 3/4?
2. What is the length of the side of a cubical box which contains 389,017 solid inches?
3. When it is 2 h. 36 min. A. M. at the Cape of Good Hope, in longitude 18° 24' east, what is the time at Cape Horn in longitude 67° 21' west?
4. What is the cost of 17 tons, 18 cwt., 1 qr., 17 lbs. of potash, at \$53.80 per ton?
5. What is the square root of .0043046721?
6. How many steps of two and one-half feet each would a man take in walking a mile?
7. How much will it cost to carpet a parlor 18 feet square with carpeting 3/4 of a yard wide at \$1.50 per yard?
8. A note for \$470.66, drawn at 60 days, is discounted at a bank at 6 per cent.: what are the proceeds?
9. Which will yield the better income, 8 per cent. bonds at 110, or 5 per cent. bonds at 75?
10. Sent \$250.92 to my agent in Boston, to be invested in prints at 15 cents a yard after taking out his commission of 3 per cent.; how many yards should I receive?

### ALGEBRA.

1. Find the value of the expression  $(a^n + b^n) (a - b)$ .
2. Divide  $x^3 - 5x^2 - 46x - 40$  by  $x + 4$ .
3. Expand  $(x + a) (x - a) (x^2 - a^2)$ . Give the theorems.
4. What is the value of  $5x^2 - (-2x^2 - y^2 + x^2)$ ?
5. Factor  $16y^2 - 1$ . Give the theorem.
6. Find the highest common divisor of  $4x^3 - 2x^2 - 3x + 1$  and  $3x^3 - 2x - 1$ .

$$\frac{2x^3 - b}{5}$$

$$\frac{a - b}{4}$$

7. Simplify the expression

$$\frac{x - a}{2b}$$

$$\frac{5cd - 1}{8a - x^2y - 1/2}$$

8. From  $3x - \frac{x}{2b}$  take  $x - \frac{x - a}{c}$ .

9. Free  $\frac{5cd - 1}{8a - x^2y - 1/2}$  from negative exponents.

10. Define axiom, coefficient, exponent, binomial and homogeneous terms.

portraits; the rescue of important facts rapidly passing into oblivion; the publication of a general catalogue of officers and students for the entire century; an historic statement of the principles and work of the academy; the increase of its funds and equipment; and a large home gathering of the alumni at Andover on the days above announced, when an Oration will be given by the Rev. Alexander McKenzie, of the Class of 1855, and a Poem by Oliver Wendell Holmes, M. D., of the Class of 1825, together with numerous addresses by old pupils and distinguished friends of the Academy.



## New York School Journal,

AND

## EDUCATIONAL DIRECTORY.

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The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, APRIL 20, 1878.

*This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.*

## Who Should not Teach.

Last week we discussed briefly the subject "Who shall teach." This week we propose to devote a little space to a thought on *who should not teach*.

To one who has no conceptions of its unfolded petals there is but little beauty in a rose bud. The naturalist beholds encased within the green calix an embryo blossom. Let us for the present become naturalists and watch the development of the rose-bud. First a delicate tift is seen at its summit; gradually the petals unfold their mysterious windings until the bud becomes an expanded flower. Such is nature's process of education.

The infant mind is an undeveloped mental bud, created by the touch of Omnipotence, yet its attributes are closely folded, like the petals of the blossom in the undeveloped bud. Here nature pauses. It is the seventh day of creation, and the Omnipotent hand rests from labor. The operations of development are ours. The elements of the faculties lie hidden within the calix, and should be unfolded and brought out like the petals of the rose. That man or woman who has not learned to follow the course of nature *should not teach*.

It has been a serious question in the minds of our closest observers whether, with all our expenditure of money, with all our boasted improvements in methods of teaching with all the advantages that ought to grow out of our free school system, with all our Normal schools and our Teachers' Institutes, our schools are the real fountains of learning we boastingly proclaim them. Our elementary schools are managed to death, because generally managed by unskillful hands, and taught by those who have never given a serious thought to the philosophy of mental evolution. No man or woman who is not a mental philoso-

pher should be allowed to teach a child the English alphabet.

That person who presumes that the great work of the teachers is the communication of knowledge, should not attempt to teach. The close examination of the class room work in our schools shows that most of the teachers in these schools that the mind as if it grew by gradual accretion, like the inanimate mineral. That person should not teach who does not understand the process of organic development; and is not able to produce it by a steady course of excitement to self-activity.

All the faculties are not developed at once. There is a systematic order and arrangement of development, and that person *should not attempt* to teach who is not acquainted with the natural order of development; nor should he attempt to teach who is incapable of making the development of the mind simultaneous and harmonious.

Why are we so often told that this child has no capacity for one study, and that he has no ability for another? The real incapacity in all such cases is in the teachers who has failed to study the law of development, and who *should not attempt to teach*. Each new idea should be a necessary sequence to that which precedes, and every step should call forth as much mental exertion in the child as is necessary to bring out the native power and energy.

That person should not teach who is not perfectly familiar with the three-fold character of the human constitution, and who is not capable of discovering the exact mental condition of the intellectual plant placed in his hands. The body should not be in advance of the mind, nor the mind or intellectual faculties in advance of the moral sensibilities. Promptitude and skill in action should keep pace with acquisition. That person *should not teach* who is unable to produce these results. The great error of our books put in the hands of the young is that the object takes precedence of the thought, and in our teaching the thing perceived is made prominent while the cultivation of perception is lost of. That person *should not teach* who is incapable of directing these processes.

That person should not teach who does not have an enthusiastic love of teaching. If he is set to work to make a phaeton and he produces a wheel-barrow, the error may be corrected, and the loss may be regained; but when he is set to develop an immortal mind and he produces an ape or a parrot, the damage can never be retrieved. No wonder that men of culture, men of well developed minds, when they see the defective results of our school teaching, are losing faith in our system. The truth is our schools are filled by persons *who should not teach*; persons whose own minds are not harmoniously developed; persons whose highest aim and principal reason for engaging in the profession, is to make it a stepping-stone to something else. This leads us to another thought—who shall be our trustees, our school committees, members of our board of education, and that thought leads to another *who should not be*.

## Ohio.

Teachers' Association of Goshen, Tp. Champaign County, met at Mechanicsburg, Ohio, on Saturday, April 13th, at 10 A. M.

1. Paper "Reviews" by W. E. Hutcheson of High School; discussed by G. W. Snyder and Wm. Callihan. (2.) Methods of proof of the fundamental arithmetic, by Superintendent Callihan, making some good points for the teacher's careful consideration. (3.) Management of School Sports upon the School-yard; discussed by C. H. Lafferty, followed by A. B. Swisher and others; this was interesting.

Afternoon Session: (1.) Practical Arithmetic. "Is it practical?" by Major Swisher; discussed by Callihan. (2.) Paper, "weighing Teachers by Examinations," by G. W. Snyder. General discussion

opened by Callihan. The meeting was interesting, and bespoke a degree of real earnestness that is woefully absent in some meetings of teachers. Next meeting May 11th. G. W. SNYDER.

## NEW YORK CITY.

## New York Board of Education.

The Commissioners met April 17.

## COMMUNICATIONS.

From The Grand Army of the Republic, desire the hearty co-operation of the public schools in the parade May 30.

From M. Hall Stanton (Board of Education, Phil.), who returns thanks for courtesy extended to the Phil. delegation.

From Francis F. Fellows, resigning his office as trustee of the 3d ward.

From City Superintendent, reporting violation of Punishment By-Law, by Miss Hester A. Roberts.

## COMMITTEES' REPORTS.

The Normal College Committee recommended to add another story to the Training Department, which was adopted; cost to be about \$20,000, and accommodate 500 pupils. Also to pay Miss Jennie B. Merrill, for taking charge of music in said Department, \$50 per annum; also to give Miss Constantine leave of absence for two months. The Building Committee reported adverse to putting on an addition to G. S. No. 24. But to purchase 4 lots on E. 56 street, in rear of G. S. No. 59, and put up a building; to repair G. S. No. 18.

The Committee on Course of Study considered whether Brown's Grammar should be put on the Supply List. They say it is doubtful whether they have the right to add to the list of supplies during the year, and that the consideration of the question be postponed until October; laid on the table.

From Miss Roberts, Miss Beckett and Miss Keogh of the 21st ward, complaining that they had been transferred at a loss of \$2 00 in salary against their wishes.

From 17th ward to extend Miss Rodman's leave of absence for three months.

## The New York Teachers' Association.

The regular monthly reception of this Association, took place in Steinway Hall, last Monday evening. As usual, the hall was crowded in every part with listening and attentive teachers. Among those present we noticed Commissioners Watson, Cohen, and Manniere; Assistant Superintendents Calkins and Harrison; Trustees Ramsey and McIntire. Mr. James M. Fields, of Boston, delivered a lecture on "Cheerfulness," which abounded in "Reminiscences" and anecdotes. He commented on the faces the Americans wore, and showed that life could be made more enjoyable if we gave more expression to our feelings. Altogether the lecture was pleasing, and will live in our remembrance as one of the most so that we have ever heard.

## Among the Schools.

P. D. G. S. No. 56.—We have rarely seen such a set of intelligent primary children. The gallery children sang a song in two parts, without a leader. This is the first time we have ever seen gallery children sing so sweetly and in such beautiful time. A little girl of nine years then came forward and recited a piece, telling how she hated school, and from the way she spoke and acted, one would have thought it was actually as she said. Miss McGuire always has had the reputation of having an excellent school. It was hee that Mr. Wickham, when mayor, spent many of his mornings with friends, hearing the little children recite and sing.

G. S. 22.—With pleasure I visited Mr. Hoffman's class; we noticed the boys' work in arithmetic. Mr. Merritt, the principal, is a very cautious man and loves his school. In several classes we noticed "calendar cards," with THE SCHOLARS' COMPANION on them, also there is a small library in one class-room which the pupils love because they get good and pure reading from it. F.

## At the Board of Education.

The following bill is reported as before the Legislature: "No principal shall be hereafter appointed for a P. S. or department located in the same building with a G. S.; if there is one in a building not so located shall be filled by a transfer; vacancies in the principalship of G. S. shall be filled by transfers of Principals from smaller schools, or from P. S. These transfers are not to lessen salaries. When a P. D. is without a principal the principal of the girls G. S. shall take charge, unless there is only a M. D.

The act to change the admission age from 4 to 5 years has passed. A complaint was made against Miss Roberts of P. D. G. S. No. 49 for a boy named Curran. It is said she took off the shoes of a little boy named Curran, and compelled him to stand in his stocking feet; she shook him



well, and then against the closet door thumped his head and gave him a headache, so that it was found necessary to bathe his head and have him lie down. This boy had never been reported as being troublesome. Besides she did on Thursday last detain her class, shutting the blinds and leaving the room; in this case it was almost pitch dark. This teacher has been lately elevated from 10th to 7th assistant.

Mr. Watson made a wanton attack on Trustee Brennan of the 6th ward that looks as though it might lead to trouble.

On Thursday night about 100 witnesses went in attendance in Mr. Morehouse's case.

Under the patronage of many distinguished individuals, a new temperance drama entitled "The Wife's Appeal," is to be brought out at the Academy of Music on the 29th of April for one night only. We believe much good may be done in presenting to the public, now so thoroughly aroused on the subject, a purely written moral temperance drama, for it will reach a class who avoid both the pulpit and platform, yet who will take the trouble to see even a temperance play. Wm. Cullen Bryant writes the author, "Dear Madam, So favorable an opinion has been expressed concerning your drama called *The Wife's Appeal*, that I quite coincide in the judgment of those who have read it, that its representation on the stage would have a good effect in checking the practices which lead to the dreadful evil of intemperance."

### BOOK NOTICES.

THE WORLD'S FAIR, PHILADELPHIA, 1876. By Francis A. Walker

The publishers, Messrs. A. S. Barnes & Co., have done well to collect, in a condensed form, a complete historical resume of the World's Fair, for the benefit of the vast numbers that were unable to visit the exhibition.

By means of this little volume, printed on fine tinted paper, tastefully bound, the present and future American citizen, can see, at a glance, the whole mechanism, administration, and display of the great exhibition, and that without a journey to the Quaker city. From it he will learn the immense weight of the goods in the nine principal buildings, and the remarkable dispatch of business, and the efficiency of the officers of the Penn. railway, over whose track the large show of these goods were conveyed in a very limited period of time. From it he will see how Philadelphia sustained her reputation for honor and uprightness, by contributing her ablest and purest men to the management of her share of the enterprise. From it he will learn the total attendance of visitors, and who was first among foreign countries to respond to the invitation to participate in the exhibition. He will find some very sensible remarks on the "medal system" and "medal practice."

In theory, a world's fair is the world in miniature—the arts, the industries, the institutions, the social life of the people, laid open to the view of visitors. In reality, a world's fair is something very different; even a discriminating visitor can form no correct idea, from the real exhibition, of the comparative commercial or industrial importance of the countries of the world. Yet this little volume will give the reader a very just idea of the display of ingenuity and workmanship brought together, and open his eye, if not his ear, to the universal language of labors by which the artisans of so many countries held communication on the grounds of the World's Fair, designed to celebrate our Nation's Centennial birthday.

### Packard's Business College.

It is Mr. Packard's aim to make of his institution a representative business community, not only because he recognizes the fact that its constituents are to be the constituents of community, but that he deems it the most reasonable aspect in which to present the matters of information and culture which make up a practical course of study. The students are not only exhorted to think for themselves, but a large variety of processes are from time to time introduced, for the purpose of accomplishing indirectly what can not otherwise be done; hence it is, that one of the principal features of the school is the "morning news reading." It is presumed that the students read the morning papers and that out of this reading they are able to retain some things of general interest and importance, or if they should fail in this particular, then it is hoped that by being obliged to show the barrenness of their acquirements they will be induced to read with more care, and to make a better selection. The desirable thing in these morning exercises is to present in the student's own language the important events of the day throughout the world; and the improvement which has been made in the case of a few young men, who have had sufficient enterprise to avail themselves of the opportunities offered, should be an encouragement not

only to Mr. Packard, but to the management of our public and private schools everywhere. I shall hope to be able on a future occasion to present to you a fair record of this part of our school work. I will endeavor this week to give you a brief summary of the "talk" of Mr. Noah Brooks of the New York Times on "How our laws are made." This is one of an irregular series of lectures, or addresses, or talks to which we are invited as the closing exercise of Friday afternoon. Mr. Packard desires to send us home for Sunday's rest with a few fresh ideas in our heads, trusting that in the fellow-ground of recreation and reflection, they may incubate. He has never put it in those words, but he might as well.

In his announcement of this feature he did say, however, that his purpose was not to bring before us simply public speakers, and, least of all, sermonizers. He recognizes the fact that young men have more reverence for and more interest in what has been and is being done, than what can be imagined or prophesied; and, also, that contact with the men who do, carries a weight and influence that no mere rhetoric could supply. He designs, therefore, to bring before his students practical men—those who know whereof they speak, looking for effect more to matter than manner. However, when I say that of the three lectures or "talks" already given, two were by acknowledged pulpit orators, Rev. Mr. Alger of the church of the Messiah, and Rev. Lloyd of the Madison Avenue Presbyterian church, you will conclude that we don't suffer from lack of eloquence. In fact, so much delighted were we with the incisive points and flowing periods of Mr. Lloyd's address on the "True Elements of Success," that we forgot he was a minister, and administered to him such rounds of applause, as must have convinced him that we know a good thing when we hear it, even if it does come from a preacher. And this reminds me that on Friday afternoon, April 26th, at 1½ o'clock, the same gentleman is to speak to us on "The Crises of Life," to which the public is invited. Mr. Brooks spoke substantially as follows:

"The government of the United States is divided into three branches, the legislative, the executive and the judicial. Congress is divided into two parts, the Senate and the House of Representatives. The Senate is called the higher branch of the legislative department, because in the first place the Senators are not chosen by the people but by the Legislatures of the several States; and, next, the term of office is for a longer period—six years instead of two. The Senate of the United States is divided into three groups, one of which goes out of office at the end of every two years; thus the first group will go in 1879, the second in 1881 and the third in 1883. If a vacancy occurs by death, by resignation, or by the inability of a member, the Legislature of his State elects a successor.

The House of Representatives has about 300 members, the present number being 293. There is not a State, however small, that is not entitled to some representation in the lower House, and where the population is very large, the State is divided into districts, so that every section may be suitably represented. Thus some States have twenty or more representatives, while others may have but two or three. Thus we have three branches of Congress, consisting of Senators whose term is six years, and representatives, whose term is two years, and a third class called delegates, who represent territories.

A Delegate can make a speech, introduce a bill, but can not vote. He is familiarly known by the name of "Tadpole." A Senator must be at least thirty years old; if he is of foreign birth, must have been a naturalized citizen nine years. A representative must be twenty-five years old, and if he is of foreign birth, must have been a naturalized citizen seven years.

The election of members of Congress takes place on the first Tuesday of November following the first Monday in each intervening year. Every State and Territory elects its Representatives and Delegates, so that on the fifth or sixth of next November we shall elect our next Congress.

The Congress now in session is the forty-fifth. The next session of Congress, that is to say, the Congress which we elect next fall will not assemble unless otherwise ordered by the President, till the first Monday in December, 1879.

The first thing that the House does on coming together is to elect a speaker, and for the preservation of order a sergeant-at-arms; also, a postmaster and a door-keeper. The speaker of the House is elected from the body of the members, while the other officers named are chosen from the outside. The speaker though occupying the chair and directing the proceedings of the body has the same right to vote on all questions before the House as has any other member. The President of the Senate, however, who is the Vice-President of the United States and President of the Senate by virtue of his office can not vote except in case of a tie.

A bill is a proposition to make a law. It is drawn by a member of Congress who desires through it to accomplish

a certain purpose. He writes it out with particularity, or causes it to be written, and, under the proper order of business, rises in his seat, and claiming the Speaker's attention begs to offer a bill, reciting its title. It is then sent to the Speaker's desk, and its offering and title read by the clerk, when it is referred to the proper committee. When a bill is first presented it is written on large sheets of paper of uniform size, prepared for this purpose; and, although it may also have been printed and distributed among the members for their more careful reading—the bill itself—that which is put upon its passage, is the written bill. The committee to whom a bill is referred is supposed to examine it critically and with deliberation, and a report upon it by such committee has great weight with the body. The report may be directly in favor or against the passage of the bill, or even suggest appropriate amendments. If all the members of a committee do not agree upon a report there may be a report of the majority and another of the minority. When a bill passes one branch of Congress it is sent to the other for concurrence. If the other branch concur it goes back to the body where it originated, is then engrossed on parchment, signed by the officers of the body—the Speaker and clerk if it be the lower House—the President and Secretary if it be the Senate, and is sent to the President of the United States for his signature. If the President approves the bill he signs it and it becomes at once a law. If he does not approve it he prepares a message stating his objections, and sends the message with the unsigned bill to the body where it originated. This message is called a "veto." It is usual to refer a veto message, and when it comes up properly the question is upon the passage of the bill, notwithstanding the President's objection. To pass a bill over the President's veto requires a two-thirds vote of both Houses.

The speaker also described the method of treating bills having frequent amendments, and finally the action of the Legislature in moving the previous question. He claimed great virtues for this method of cutting off debate, and then very adroitly "moved the previous question," and retired amidst great applause.

G. H. MENKEN.

### New Jersey.

Examination Questions for First Grade County Certificates, Feb. 23, 1878. Certificates are good for three years in any part of the State. Seventy per cent. necessary to obtain a certificate.

#### ARITHMETIC—FIRST AND SECOND GRADES.

1. Define ratio, circulating decimal, par of exchange, alligation, evolution.
2. When wine is 2 francs a liter, what would be the corresponding price of a gallon in U. S. money? (One liter = 1.0567 qts. wine measure.)
3. In what time will \$600 produce the same interests, at the same rate, as \$1,000 for 2 years, 3 months and 12 days?
4. What per cent. is made by a druggist who buys an article at \$5.00 per pound avoirdupois, and sells it at 10 cts. per dram?
5. B's house, worth \$15,890.00 is insured for 4-5 of its value at 4 per cent., so as to include the premium if burned; required, the sum stated in the policy.
6. If a leaden pipe 3-4 of an inch in diameter fill a cistern in 3 hours, what should be its diameter to fill it in 2 hours?
7. Change .76 to an equivalent common fraction.
8. Insert five arithmetical means between 9 and 51.
9. If a block of marble 3 feet long, 2 feet wide and 1-3 feet thick cost \$45.00, what should be the width of another block which is 5 feet long, 1-4 feet deep, and whose value is \$110.00?
10. A man sells a horse for \$475, and loses 10 per cent.; for how much should he have sold it to gain 12 1-2 per cent.?

#### READING—THIRD GRADE.

1. Define orthoepy.
2. What are the principal divisions in orthoepy?
3. In what respects should the pronunciation of accented syllables differ from unaccented?
4. Define expression. In what does it differ from orthoepy?
5. What are the elements of expression?
6. On what occasion should the orotund tone be used?
7. Give a general rule for the use of alur.
8. How may words be rendered emphatic?
9. What direction should be followed in personation?
10. When should the rising inflection be used? When the falling?

Mark the inflections in the following sentence:

Oh! I have lost my all, parents and home, and friends.

#### GEOGRAPHY—FIRST AND SECOND GRADES.

1. Define isothermal lines, geyser, cyclone, perihelion.
2. What are the physical characteristics of Africa?



3. Describe the different races of men, and give the habits of each race.

4. Why is the South American continent almost wholly destitute of lakes?

5. What is the distance apart in degrees between two places, situated on the same parallel, the one place being 170° east and the other 120° 33' west longitude?

6. Give the capitals of all the countries in Europe.

7. Locate the following places: Yazoo, Teheran, Guernsey, Ben Lomond, Otranto.

8. Draw a map of European Russia, and note its principal cities and rivers.

9. Name all the gulfs and seas upon the coast of Asia.

10. Describe the principal mineral productions of the United States.

#### GRAMMAR—FIRST AND SECOND GRADES.

1. How do nouns ending in *a*, form their plurals?

2. Give a rule with regard to gender in personifications.

3. How are verbs conjugated interrogatively?

4. Distinguish between participles and participial nouns.

5. Are intransitive verbs ever used transitively? If so, give examples.

6. Write the principal parts of *bid*, *cost*, *play*, *tear*.

7. Write an indicative, an interrogative, and an imperative sentence; the structure of the first being simple; of the second, complex; and of the third, compound.

8. Give a synopsis of *introduce* in the passive voice, potential mood, second person, plural number.

9. Correct the following errors, assigning your reasons for the change:

Your idea is by far more preferable than mine.

He will never be no better.

The rich and poor, alas! are alike moral.

I have no interests but that of truth and virtue.

10. Analyze the following sentence, parsing the words in italics:

*Of man's first disobedience, and the fruit,*

*Of that forbidden tree whose mortal taste,*

*Brought death into the world and all our woe,*

*Sing, heavenly Muse!*

#### PENMANSHIP—THIRD GRADE.

1. What is the first requisite in penmanship? the second the third?

2. Enumerate the various positions which may be assumed in writing.

3. How should the pen be held?

4. Write the extended small letters; the semi-extended.

5. Give the elements which form the distinctive features of the capital letters.

6. Give the elements of the small letters.

7. What is your rule with regard to spacing?

8. Why is shading indispensable to penmanship?

9. Illustrate some of the principles involved in shading.

10. Give a specimen of your penmanship.

#### HISTORY OF THE UNITED STATES—1ST AND 2ND GRADES.

1. Name the explorers of the New World who sailed under the English flag.

2. Give a summary of King Philip's war.

3. Which of the Colonies were subject to proprietary governments? which charter governments?

4. Associate the following names with the incidents in colonial history which gave them notoriety: Governor Carver, Nathaniel Bacon, General Oglethorpe.

5. What wars were terminated by the following treaties: Aix-la-Chapelle, Paris?

6. Name the most prominent battles of the French and Indian war.

7. For what were the following native chieftains distinguished: *Blak Hawk*, *Tecumseh*, *Osecola*?

8. Enumerate the Presidents who held office for more than one term; for less than one term.

9. Give the names of four foreigners of distinction who aided the Americans in their struggle for independence.

10. State what you know of John Brown's raid.

#### CONSTITUTION OF THE UNITED STATES—FIRST GRADE.

1. What is a constitution? a preamble? an *ex post facto* law? a quorum?

2. Define impeachment.

By whom are impeachments preferred? by whom tried?

3. What is treason? what evidence is necessary to conviction?

4. State the different methods by which a bill may become law.

5. Give the form of the official oath for the President.

6. Enumerate the executive powers of the Senate.

7. How are amendments to the Constitution effected?

8. When may the writ of *habeas corpus* be suspended?

9. What freedoms are guaranteed to the people under the Constitution?

10. Specify the cases in which the supreme Court shall have appellate jurisdiction.

#### ENGLISH COMPOSITION—FIRST GRADE.

1. What connection has style with composition?

2. What do you consider the fundamental quality of style?

3. Define barbarism, solecism. Give examples of each.

4. Distinguish between the following synonyms: *safe*, *secure*, *entire*, *complete*, *tranquility*, *peace*, *calm*, *to avow*, *to acknowledge*, *to confess*.

5. What is figure? Name the figures of syntax.

6. How may a simile be converted into a metaphor?

7. Give two rules for the use of semi-colon, and punctuate the following:

What constitutes a state

Not high raised battlement or labor mound

Thick wall or moated gate

No men high minded men

These constitute a state.

8. Enumerate the different kinds of poetry and define an epic poem.

9. Give an example of iambic pentameter verse.

10. Make the following theme the subject of a short composition: "A stitch in time saves nine."

#### NATURAL PHILOSOPHY—FIRST GRADE.

1. Define inertia, statics, dynamics, vaporization, momentum.

2. Explain the action of a siphon.

3. What force will be required to work the handle of a windlass, the resistance to be overcome being 1,156 pounds, the radius of the axle being six inches, and that of the handle 2 feet 8 inches?

4. Find the space traversed by a body falling for nine seconds; find the space described in the ninth second.

5. Explain the principle of the hydrostatic bellows.

6. A globe 2 feet in diameter floating in water is half immersed; find its weight. (One cu. ft. of water weighs 62 lbs.)

7. How can it be shown that gases have an expansive force?

8. Two weights, of 126 and 220 pounds respectively, are suspended from the extremity of a straight bar 26 inches in length; find the segments into which the resultant divides the bar.

9. How is heat communicated?

10. Explain how a convex lens magnifies an object.

#### SCHOOL LAW—FIRST GRADE.

1. How is the State Board of Education composed?

2. Enumerate a few of the most important powers and duties of the board.

3. By whom are County Superintendents appointed? By whom are such appointments ratified?

4. What are the conditions of eligibility to the office of school trustee?

5. When and by whom is the school census taken?

6. How far does the teachers' authority over the pupils extend?

7. Mention and describe the boards of examiners provided by law.

8. When does the school year begin?

9. In what cases may a district be liable to the forfeiture of its state appropriations?

10. By whom should school moneys belonging to fractional districts be held?

#### PHYSIOLOGY—FIRST GRADE.

1. What is the scope of physiology? In what does it differ from anatomy?

2. Name the bones of the skull.

3. Describe the eye.

4. Give the functions of the skin.

5. Describe the vocal organs.

6. How is the blood oxygenated?

7. Name and describe the different processes of digestion.

8. Over what organs do the sympathetic system of nerves preside?

9. Write a description of the ear.

10. Explain the following: ligaments, tendon, bronchi, pericardium.

#### BOOKKEEPING—FIRST AND SECOND GRADES.

1. Define invoices, assets, accounts current and balance of trade.

2. What are the real accounts, personal, imaginary?

3. Name the different classes of imaginary accounts.

4. Which side of the stock account contains resources?

5. Which side of profit and loss account shows gain?

6. What is a trial balance?

7. What is meant by drawing a bill, accepting, indorsing, protesting?

8. Write a bill of exchange, favor of Robt. Walker, for \$1,000, drawn on Lloyd & Co., Liverpool, payable on presentation.

9. If Robt. Walker, after the lapse of 16 days, sells the preceding bill at 1 1/2 per cent. premium, what would be his journal entry? What his ledger entries?

10. If in closing a merchandise account, after having entered the balance of goods on hand, you find an excess of \$450 on the Dr. side, in what accounts would you enter this excess? What entries would you make? What would such an excess show?

#### Whispering.

Everywhere the query comes to me. "How would you stop whispering?" or, "What would you do with whispering?" and, from its universality and frequency, I should judge it to be the one trial of the pedagogue's life. At the outset I should not deal with it as a sin. It is an annoyance, but it requires very different handling from lying, stealing, slander, etc. To begin—I should exert myself, to the farthest extent, to make my school, from morning to night, *interesting*. I would leave nothing undone that I could do to render my school-room, myself, and my classes attractive. I would see to it that my boys and girls are *busy all the time*.

Then I would not expect to bring my school to perfection in a day or a week. I would work away on these more necessary matters for a while, and then if whispering or other disorder seemed in the ascendant, I would try putting the golden rule, "Whatever ye would," etc., on the board, in full sight of everyone, and renouncing all short-comings to a violation of the most comprehensive law. With a large percentage of the offenders a few arguments will suffice; and I know of no better argument to follow this than the clear necessity there is of all of us learning concentration of thought. Emerson says a want of this is the sin of the American nation. Our pupils want to learn very soon, that when they have become capable of studying earnestly and continuously for an hour, without thought-wandering, they are *making the best of progress*, whether they have finished many books or not. I would therefore teach them kindly, but firmly, the need of there being no communication during the study-time, however great the necessity may seem to be.

By and by, for persistent disobedience and the annoying of those about him, I may find it necessary to do something more. Frequently the teacher says to a boy, "Were you whispering?" or to the entire room, "Who is whispering over in that corner?" Now the teacher is in fault, and will probably be compelled to back ungracefully down from her position or fight the matter out in a most uncomfortable way, and perhaps be defeated in the end. As before the law we cannot compel a person to correct himself; and in the latter case, all pupils dislike to report each other, and everyone who remembers his school-days knows how unpleasant such a proceeding makes life for the one who complies with the teacher's demands. It is better quietly to observe, and when the *appearances are unmistakable*, call the offender to account at once. He may plead that he was reading and talking to himself, or doing some other deplorable thing; to all of which I should pay no attention, giving him distinctly to understand that the appearances were precisely what I do not want, and that I had carefully observed for a long time, and thought it not best to allow such cases to pass by unnoticed. Pupils sometimes say they cannot keep from communicating; and with such people I know of no better plan than to take them at their word and proceed to doctor them as "sick persons." Prescribe a seat alone, perhaps, with their faces turned toward the corner or side of the room. For those who seem to be chronic cases, an exercise in "much talking" after school serves often as a curative. Place a good sentence on the board, and set the troublesome one to studying or saying it over. With a little child that is continuously troublesome by his much talking, a clean bandage tied around his mouth aids his memory. But, after all, pains and penalties are only for extreme cases; and I believe if the teacher does all she ought to do to render her school a cheery and busy place, the infliction of punishments will be seldom resorted to.—*Practical Teacher*.

#### Phillips Academy.

By direction of the Trustees, arrangements have been made to celebrate the completion of the first century of Phillips Academy at Andover, on Wednesday and Thursday, the fifth and sixth of June, 1878.

The grand principles upon which the Academy is founded, the noble work it has done in the cause of liberal education in America, its influence in the founding and shaping of similar institutions, its present prosperity and future growth, all require a commemoration which shall be worthy of this the oldest endowed Academy in the country, and of its long and distinguished roll of alumni.

The proposed celebration contemplates the collection of manuscript and printed documents pertaining to the Academy; the increase of library; additions to the valuable collection of

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## GENTLE SMILES.

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1. Like an - gels' eyes they gleam, Gen - tle smiles, gen - tle smiles; Waking some fai - ry dream, Gen - tle smiles,  
*Da Capo for each verse.*  
 Like an - gels' eyes, etc.

2. Ah, how they soothe the heart, Gen - tle smiles, gen - tle smiles; So free from stud - led art, Gen - tle smiles, gen - tle

3. As heal - ing balm they come, Gen - tle smiles, gen - tle smiles; Sa - cred to ev - ery home, Gen - tle smiles,

*Fine.*

gen - tle smiles; Sweet - er than polished word, True friendship's sure re - ward, O give me gen - tle smiles, Gen - tle smiles.

smiles; Bright - er than di - a - dems, Sparkling with precious gems, The light of gen - tle smiles, Gen - tle smiles.

gen - tle smiles; When age hath dimmed the eye, And life's eve draweth nigh, How wel - come gen - tle smiles, Gen - tle smiles.

D. C.

From THE WELCOME HOUR, by permission of publisher, C. M. Cady, 107 Duane Street, New York.

From the Scholar's Companion.

## Letters from Uncle Frank.

DEAR SCHOLARS:—I am so much pleased with the COMPANION that I am determined to write you a letter. I read the paper over and over, after my little daughter has laid it aside, I then feel how fortunate you are in having such a paper to read. Good, every bit of it; no trash, no scalping stories; no boys turning into pirates. Why, I really love all the boys that have appeared, as yet!

Now, boys and girls, do you know that this earth you live on spins round and round like a top? It does, and it makes my head spin sometimes to think of it. In Paris, this summer, they will put up an apparatus that will show the movement of the earth. Ask your teacher to explain it to you.

Then, again, the stars. Why they are so far off that if we could put a boy on a cannon-ball and shoot him off at the rate of 1000 miles per hour, he would become a very old man before he reached the nearest one. I should like you to ask your teacher how old Tommy Smith, now just twelve, would become when he reached Sirius, the dog star; and that would be a good star to aim at, it is so bright and fair.

Then the ways of insects—why how curious they are! All bees know how to build cells, and cannot learn any other style. Mr. Darwin says, that the bees learn how from each other; that the old bees build better than the younger ones. I think that is very likely; in fact, it is very reasonable that the ones which have had experience will do better than those who have had none. I tell you there is nothing like having your eyes open! Be that as it may, one of the most wonderful writers about bees was a blind man by the name of Huber.

That reminds me that some men and women are blind, or have lost an arm, or leg, or suffer from some disease all their lives, yet achieve a good living, and fame and wealth. I want you to think of this when you hear of stout, able bodied men drowning and shooting themselves because they cannot get along.

I have read somewhere, that while a man was digging stones out of his quarry, he struck a great rock with a heavy hammer, split it open, and lo! a frog was lying snugly ensconced in a round, smooth place therein. He was taken out carefully, and placed on the ground from whence, in a short time, he hopped off into a pool with a *kerchug* that startled the quarryman. Now, how did he get into the stone? And then how long had he been there? And finally, how did he manage to live while there? These questions you can ask of your teacher, when he has leisure, if you cannot manage them yourselves.

I shall have something more to say to you next month, when I shall present some other curious matters to the scholars.

From the Scholar's Companion.

## Quotations.

(To be committed to memory.)

THE chief art of learning is to attempt but little at a time. The widest excursions of the mind are made by short flights, frequently repeated.—*Locke.*

It is faith for something and enthusiasm for something, that makes a life worth looking at.—*Holmes.*

To persevere in one's duty and to be silent, is the best answer to calumny.—*Washington.*

A Bible and a newspaper in every house, a good school in every district, all studied and appreciated as they merit, are the principal support of virtue, morality and civil liberty.—*Franklin.*

A cheerful temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good natured. It will lighten sickness, poverty and affliction, convert ignorance into an amiable simplicity, and render deformity itself agreeable.—*Addison.*

The secret of success is nothing more than doing what you can do well, and doing whatever you do, without a thought of fame.—*Longfellow.*

It is better to inspire the heart with a noble sentiment than to teach the mind a truth of science.—*Brooks.*

The best part of our knowledge is that which teaches us where knowledge leaves off and where it begins.—*Holmes.*

How dreary would the meadow be,

In the pleasant summer light,

Suppose there wasn't a bird to sing,

And suppose the grass was white.

*Alice Cary.*

Do what good thou canst unknown, and be not vain of what ought more to be felt than seen.—*Penn.*

Defer not till to-morrow to be wise,

To-morrow's sun to thee may never rise.

*Congreve.*

From the Scholar's Companion.

## BIOGRAPHY OF MR. SMITH.

BY ELLA PATTERSON.

This person has acquired a more remarkable fame than any other individual. We first knew of him as an undertaker, but since then he has filled other situations of both less and greater honor. Having known him in the little village in which he lived as an honest man, judge then of our surprise to hear of him in Toledo, Ohio, as arrested for passing a counter-feit bill. His imprisonment must have been short, for next we hear of him in Lancaster, Pa., and here he was preaching to an admiring congregation. They could not have been permanently pleased, for next we hear of him in New York as a physician; here he

rose to a considerable fame, and a lucrative practice, but "murder will out," they say, and so Mr. Smith found it. Boston seems to have been the scene of his next operations, for we hear of Smith the burglar, and he is spoken of as an adept, well educated and all that. Having seen the method of going from bad to better we prophesied that he would next be found in something respectable, and so it proved, for we find him next in the Legislature of the State of Rhode Island. Next as captain of a Mississippi river steamboat, he nearly wrecks his craft in trying to race it with another boat. On this occasion he used up a load of hams shipped by an old lady, as fuel. Then we hear of him as managing a circus, and winning great applause; then we hear that he is talking on temperance in Baltimore. In a year he has managed, in spite of his past career to get into the principalship of the High School, at Hoang Ho in Tennessee. From there he goes to Galveston, and meets with his just deserts, for he is robbed and nearly murdered; in fact is pronounced dead, but it must have been a mistake for we hear of him as inventing a diving-bell and preparing to fish for pearls. That probably did not meet with favor for he commenced preaching again, this time in Buffalo. He must in some way possess a charmed life: for he has been taken up for dead many times, nay, he has been buried and a stone put over his grave. Still he manages to survive somehow. Now he is here and to-morrow there. He is author, preacher, inn-keeper, burglar, counterfeit or; and yet we hear of people who "admire and respect him" in spite of all his delinquency.

THE American Institute of Instruction will hold its Forty-ninth Annual Meeting among the White Mountains, in New Hampshire. The sessions will be held on Tuesday, Wednesday, Thursday, and Friday, July 9, 10, 11, and 12, 1878. The members will be entertained at the extensive hotels in that section, at very low rates of board. Among the houses which will be open to the Institute are the Crawford, Fabyan's, Twin Mountain, and Mt. Washington. An extended line of excursions will be planned, and a portion of each day will be devoted to explorations in the Switzerland of America. Railroads will give free return-tickets to members. All persons attending the Institute are entitled to its privileges by the payment of one dollar as a membership fee. THOMAS W. BICKNELL, Pres. American Institute of Instruction.

## POVERTY AND SUFFERING.

"I was dragged down with debt, poverty and suffering for years, caused by a sick family and large bills for doctoring, which did them no good. I was completely discouraged, until one year ago, by the advice of my pastor, I procured Hop Bitters and commenced their use, and in one month we were all well, and none of us have been sick a day since, and I want to say to all poor men you can keep your families well a year with Hop Bitters for less than one doctor's visit will cost—I know it. A WORKINGMAN"



